

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Susan J. Grey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Valley Falls Elementary School

(As it should appear in the official records)

School Mailing Address 700 Oak Street

(If address is P.O. Box, also include street address.)

City Valley Falls State KS Zip Code+4 (9 digits total) 66088-1263

County Jefferson State School Code Number* 3936

Telephone 785-945-3221 Fax 785-945-3215

Web site/URL http://www.usd338.com E-mail susan.grey@usd338.com

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Mr. Loren Feldkamp E-mail: loren.feldkamp@usd338.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD 338 Valley Falls Tel. 785-945-3214

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jody Lockhart
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	23	31
K	18	13	31
1	16	14	30
2	12	25	37
3	9	17	26
4	18	8	26
5	13	16	29
6	8	13	21
7	13	16	29
8	7	15	22
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	122	160	282

5. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	255
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 55 %
 Total number students who qualify: 138

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 16 %
46 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2 Autism	0 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	11 Specific Learning Disability
0 Emotional Disturbance	21 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	10 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Valley Falls Elementary is part of the USD 338 Valley Falls School District located in Jefferson County along the rolling hills of the Delaware River in northeast Kansas. Valley Falls is a rural community with a stable population of approximately 1,200 citizens.

The mission of Valley Falls Elementary is to promote a positive atmosphere where its faculty, staff, parents, and students together, through mutual respect, provide students with opportunities to meet individual needs and build on prior knowledge. This ensures that every child has experiences that promote growth in each area of development. We envision a school in which staff, through Professional Learning Communities, unite to achieve a common purpose and clear goals, work together in collaborative teams and openly share successes and failures, seek to implement promising strategies for improving student achievement on a continuing basis, monitor each student's progress, and demonstrate a personal commitment to the academic success and general well-being of all students and staff. In order to achieve the vision we have set forth, the Valley Falls Elementary staff are collectively committed to:

- Align curriculum (district outcomes) to state and national standards;
- Develop, implement and evaluate Strategic/Specific, Measurable, Attainable, Results Oriented and Time-Bound (SMART) Goals targeting specific instructional areas identified by student data analysis;
- Engage in meaningful, job-embedded staff development to enhance professional skills;
- Initiate individual and small group instructional programs to help children succeed academically;
- Provide parents with resources, strategies, and information to help children succeed academically;
- Utilize a variety of instructional strategies to promote success for all students.

Our school district leaders have provided support for a shared leadership approach which has empowered all staff members. This has created a professional atmosphere where all are focused on the “whole” child, promoting collegial dialogue across content areas and has encouraged a willingness to try new and innovative approaches that meet the specific needs of our students and community. An example of this would be the foresight to promote all-day kindergarten as many as 21 years ago, long before the recent push for all-day kindergarten throughout our state. Another example is the implementation of a multi-tiered system of support (MTSS) for all of our students when Response to Intervention (RtI) was only just beginning to become a preferred system of support within the special education field. Our staff also led the charge for to have a curriculum development process for our district that is standards-based emphasis led and created locally. As evidenced by these examples, our staff has always been willing to explore, create, and adapt new ideas and professional strategies that fit our own unique student body. We pride ourselves in being an educational establishment willing to lead.

The USD 338 district maintains a quality staff consisting of long-time residents of the community, those new to the area, and staff members who commute from neighboring communities. We have a very low staff turn-over rate, demonstrating the level of commitment from our staff. The district has strived to maintain a low student/adult ratio, supported by the inclusion of quality district teacher aides and special education paraprofessionals.

Our staff focuses on developing meaningful relationships with our students, parents, and community members, creating a positive school family atmosphere. Our first day of school activities involve parents and a celebratory “Back to School” Parade. Each semester our building hosts “Community Nights” where families are invited into the building to experience family learning activities, and to see our student achievements. Our building annually conducts “Grandparents’ Day” activities, a daylong event bringing in over 200 visitors to our building who interact with our students, creating lifelong memories and fostering a connection between past generations and the present. Each spring our ever-growing “History Day” is conducted where members of our community and surrounding communities provide living history experiences for our students. These activities are just a sampling of how our staff reaches out involving community members, parents, and extended relatives as a part of our local school family.

Academic success here at Valley Falls Elementary has become a tradition and is celebrated every opportunity we get. We currently are listed as a Title I Reward School for Kansas based on the long-term academic success of our students. Our PK-8 building has earned building-wide Standard of Excellence Awards for student performance accomplishments on the Kansas state assessments every year for the past eight years in both reading and math. We are now honored to have earned a nomination to become a National Blue Ribbon school. Valley Falls Elementary School, students and staff, are committed to the pursuit of excellence; excellence in all we do. It truly is a great day to be a “DRAGON.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students at Valley Falls Elementary take the Kansas Computerized Assessments in reading and math each spring for grades 3-8, in science each year for grades 4 and 7, and in social studies each year for grades 5 and 8. These assessments were developed by the Center for Educational Testing and Evaluation (CETE) in cooperation with the Kansas State Department of Education (KSDE). The assessments for the school years 2013-2014 and 2014-2015 will be a transitional assessment based on the adopted Kansas College and Career Readiness Standards in English language arts, ELA, and math with implementation of a new official state assessment in these content areas anticipated for the 2015-2016 school year.

Only performance results from reading and math are considered for Adequate Yearly Progress. Results are reported to us within five different student performance levels; Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, and Academic Warning. Students in Kansas are expected to perform at the “Meets Standards” or above in order to demonstrate an adequate competency level.

Kansas awards Standard of Excellence recognition to schools whose students perform well above the minimum requirement. Schools at a building-wide level and individual grade levels within the building must meet specific student performance formulas in order for an additional award “Standard of Excellence” to be earned. Valley Falls Elementary has earned Building-Wide Standards of Excellence in both reading and math annually since the 2006 assessment window, maintaining a high level of performance over time. Our building has placed a strong emphasis on individual/personal student goals of demonstrating improvement or growth overtime. This has moved us beyond a focus on just “meeting standards” for all of our students.

Overall percentages for meeting standard or above building-wide were just over 95% in both reading and math beginning in 2009. Our building then peaked at well over 97% in both reading and math by 2011. At that point we experienced a slight decline in reading scores with approximately 95% meeting standard or above in 2013. Math scores fell to 96% in 2012 and then rebounded to just over 97% in 2013.

Our building level percentages for students scoring at a high level (exceeds standards and exemplary) has followed this same type of pattern. In reading we started with 75% of our tested students reaching these levels in 2009 growing to 85% of our students by 2011 and ending at 75% in 2013. For math our building had 73% of those tested performing at this level which grew to 80% by 2011. We experienced a slight decline in 2012 – 79%, but rebounded to 80% by 2013.

The staff in our building has been very active in planning for a transition to the newly adopted state standards over the past three years. We have a comprehensive approach to curriculum development within our district that involves all of our staff. Transitions in our district curriculum began to be implemented as early as 2011-2012. However, our state assessments have remained the same; assessing our students utilizing our then current standards until this year’s transitional assessments in the spring of 2014. The inconsistencies of the curriculum being utilized in our classrooms and the assessment tool in which we have been assessed at the state level have contributed to the slight decline in assessment scores and student performance levels. With our building emphasis on individual growth or improvement over time, we have still managed to maintain a high level of performance through these transitional years.

The actual student numbers within our subgroups have not changed dramatically over the past five years; however, the percentage of free and reduced-price lunch students taking assessments has grown tremendously. In 2009 we had a total of 194 students who took our state assessments in the 3rd-8th grades with 35% (68 students) of those tested receiving free and/or reduced-price lunch. In 2013 we had a total of 144 students who took our state assessment in the 3rd-8th grade with 48% (69 students) of those tested receiving free and/or reduced-price lunch. This demonstrates some of the changes our building has experienced over the past five years in regard to student needs and community dynamics. With these changes our percentage of free and reduced-price lunch students meeting standard or above has remained

above 92% for both math and reading as a building. This data further supports the success of our staff's efforts in focusing on individual growth and improvement for each of our students.

Our teachers and staff are committed to meeting our individual students' needs and continue to research effective instructional methods that address these needs. Our staff's commitment to curriculum development and continued use of a multi-tiered system of support, MTSS, will continue to help us as we strive for academic excellence and success for each of our students.

2. Using Assessment Results:

Valley Falls Elementary uses a systematic approach to reviewing and using assessment results. This approach includes utilizing results both as a whole school as well as within grade levels/classrooms.

At the beginning of each school year, one in-service day is utilized to analyze academic progress over time. We identify academic strengths and weaknesses as an overall building, by grade level, within vertical teams, and by individual student performance. Some of the screener test results utilized includes Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and STAR Reading and Math. The results are shared and then each grade level uses this data, along with progress monitoring testing data and classroom performance data, to create Specific, Measurable, Attainable, Results Oriented and Time-Bound (SMART) goals for the upcoming school year which includes a plan of action in order to obtain these goals for both individual classrooms and the whole building. This provides a common thread or focus throughout the building for all staff members and students while at the same time giving our Professional Development Council direction in providing professional development opportunities.

Other types of assessment data utilized throughout the year to formatively assess our students include Accelerated Math, Accelerated Reading and our district's common summative assessments of district curriculum outcomes. Formative types of assessments are utilized daily, weekly, biweekly, monthly, or quarterly to inform and guide planning of instruction and learning activities for our students. They include checklists, observations, classroom quizzes, performance projects, journaling, and the use of student portfolios.

Assessment results and daily student performance provide data for our Multi-Tiered System of Support (MTSS) planning and on-going monitoring of student progress. Teachers also use assessment data to determine the need for after-school tutoring or specific help provided to our students by our quality team of district support aides and paraprofessionals. Our middle school uses assessment results to drive its English Language Arts and Math labs, rotating student groupings based on assessment and progress monitoring data. After-school programs available to our students, "Outcomes Club" for K-6, Homework Session for 7-8, and Community Learning Center (CLC) for K-6 all provide additional learning support based on student performance. Assessment data is utilized to plan these learning opportunities.

Proper communication of assessment results is crucial to our school's success. Working as a team with all stakeholders is something that is very important to us. Our teachers have worked hard to customize score reports to make them parent-friendly and promote open communication. Assessment data is also shared with district aides and special education paraprofessionals to help maximize the time spent with students. Students are able to utilize performance data to help develop individual goals that promote a sense of self-responsibility and accountability.

3. Sharing Lessons Learned:

The staff of Valley Falls Elementary places a strong value on professional development which includes collegial relationships and dialogue. It is our professional responsibility as educators to share strategies, interventions, and resources that have been successfully implemented in our school and district.

Professional sharing must begin at the local level. This has been accomplished through large scale in-

services planned and presented by in-house staff members, professional learning teams at the grade level and vertical teams, opportunities to share at faculty meetings, and short after-school trainings such as Tech Tuesdays, etc.

Our district planned and hosted the first Consortium Schools Combined In-Service with area districts. The emphasis of this day was to form a supportive network of professionals. Teachers in attendance met in grade level or content specific teams, with our teachers facilitating dialogue, sharing instructional practices and understandings among those in attendance. This event has now become an annual in-service day among our area districts. From this experience many partnerships and collaborative professional opportunities have resulted; one example being the supportive team of county art teachers who have since planned and participated in informal and formal professional learning opportunities as a collaborative group.

Our staff also demonstrates a commitment to our profession by mentoring student teachers from area universities. We have been fortunate to assist and support several young aspiring professionals over the past several years. A true learning experience for all involved.

The teachers in our building are always looking for ways to improve or better meet the ever-changing needs of our student body. This includes seeking out and visiting multiple other districts looking for information and opportunities to observe best practices as well as hosting multiple visits to our building. Within our collegial networks, local initiatives or program implementations like Multi-Tiered System of Support (MTSS), Reading Mastery for K-3 students as a supplemental phonics/reading program, and effective use of additional technology resources have been shared and discussed with a variety of individuals and teams. Teachers have presented at outside organizations or conferences such as NCTM Math, Kansas Association of School Boards (KASB), area and/or regional principal or superintendent meetings, etc.

It is the belief of our staff that it is through sharing and presenting that we improve our own learning and the learning of our students.

4. Engaging Families and Community:

It is our belief that a school cannot be successful without the important components of family and community. Engaging our families and the community starts with our first day of school celebration. Parents and community members are invited to attend a short “Welcome Back” assembly, visit the classrooms, and participate in a celebratory parade.

Two well-attended annual events, Veteran’s Day and Grandparents Day, bring hundreds of community members into our district. Our Veteran’s Day program honors our local veterans with our students assisting those in attendance. Each veteran receives a student-made thank you card and a red carnation. This year we paid special tribute to five World War II veterans who have been leaders within our community. Grandparents Day provides an all-day opportunity for our students to interact, visit, and learn from a past generation, form connections, and make life-long memories.

Our annual History Day is another time for our school to engage our community. Historical, hands-on displays are conducted by more than 30 craftsmen sharing their expertise with our students. Each year students from surrounding districts are invited to participate. Our community fortunately has a local historical society with a museum allowing our students to connect first-hand with our local community’s rich history.

Our staff conducts community nights each semester which highlight our students’ musical talents and provide an opportunity to showcase student classrooms. Those in attendance visit the classrooms for family-based learning activities. Many parents and community members are always willing to accompany classes on field trips and assist with our spring field day. Our active PTO helps to financially support a variety of classroom activities and learning trips for our students as well as plan family oriented activities such as a Spring Carnival and a fall Turkey Bingo.

Our 7th and 8th graders incorporate community oriented projects such as “Adopt a Family” during the holidays and a Green Schools initiative that coordinates district-wide recycling with environmental education.

Other opportunities for parent and community engagement include membership on our school’s SITE Council and Curriculum Coordinating Council. These entities provide for open dialogues and a means for supportive school decision making with all stakeholders.

We are very fortunate to work with parents and stakeholders who are all tremendously dedicated to the future of our students. It is through these partnerships that our students thrive.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Valley Falls School District has a well-defined system for developing, maintaining, and implementing our district curriculum which is fully aligned to the Kansas College and Career Readiness Standards. All teachers are members of a Subject Area Committee (SAC) which is responsible for all curriculum decision-making recommendations in that particular subject. SAC groups meet each year based on our short and long range plan in order to review and/or write district curriculum, design common assessments, explore best practice instructional strategies, seek out additional resources, formulate methods for supporting our teachers efforts in the classroom, and to make content specific decision making recommendations. All curriculum-related recommendations are then sent to the Curriculum Coordinating Council (CCC) which consists of teachers at all levels, administration, our Professional Development Chair (PDC), Board member, and parent/community member. Curriculum related CCC recommendations will then be presented to the Board of Education for approval. This process has served our district well empowering our staff with first-hand knowledge of and commitment to our local district-wide curriculum for all content areas. It has produced expert resource personnel within our own staff easily accessible to all teachers.

The past several years our SACs have worked hard transitioning the alignment of our district curriculum to the new Kansas Standards. Our English Language Arts SAC is presently pursuing a district-wide textbook adoption. These materials will help to support daily instruction not only in our 60 minute uninterrupted instruction, but also through our additional Multi-Tiered System of Support (MTSS) time devoted to providing additional learning opportunities for our tier II and tier III students performing at an at-risk level. Instruction for all students is a balanced literacy approach encompassing guided reading, direct instruction, word study, listening/speaking, fluency, phonics, written communication, and comprehension. Students work in a variety of individual, small group, whole group, and collaborative learning configurations.

Our Math SAC helped to facilitate the adoption of textbooks district-wide last year. They too have worked diligently to assist our staff in transitioning to new district curriculum. The elementary staff received professional training for our new elementary series “Go Math” this past fall. The SAC supports the use of manipulatives, guided practice, collaborative learning opportunities, and promotion of problem solving skills in all grade levels during our 60 minutes of uninterrupted instruction. Students also receive additional MTSS support on a daily basis.

As a Title I building, we have several Title I Aides along with district aides who assist our students with both math and reading skills. These professionals allow for more “small group” and one-on-one instructional time as well as remedial assistance as needed.

Our technology instruction is integrated throughout our subject areas. We have classroom computers, one wired lab, two mobile laptop carts, iPad carts for the intermediate grades, and 1:1 iPads at the 7th and 8th grades. 7th and 8th grade students complete computer applications as a core class.

We are presently working toward a transition to the New Generation Science Standards. An inquiry based emphasis is being established where students in all grades will ask questions, plan, and conduct investigations promoting critical and logical thinking skills. New state assessments are being developed in this area.

Our Social Studies SAC continues to work toward developing new curriculum for our district that will include the five strands of social science: geography, economics, government, culture, and history as we transition from our self/community emphasis at the lower grades to more global awareness at the upper levels.

All students receive Physical Education which provides an emphasis on life-long healthy choices. Our physical education teacher collaboratively works with classroom teachers to provide resources for continuity between his classroom and theirs.

The staff has worked collaboratively to develop our building's Character Education curriculum and activities. Emphasized character traits have been identified for each quarter.

Exploratory opportunities are offered to students daily. K-6 students attend vocal music; 7-8 students are offered elective opportunities. Instrumental music is offered to 5-8 students. The students participate in winter and spring concerts and have the opportunity to perform at district functions. The building offers library skills and art classes for K-8th grade. Curriculum is developed collaboratively for all areas, ensuring a rich experience for students.

2. Reading/English:

Our goal at Valley Falls is to provide reading instruction that reaches all academic levels and promotes a love of reading. A variety of reading methods are used to help insure a balanced reading curriculum that spirals throughout the elementary grade levels.

To achieve this balance, a systematic process is in place which begins with our English Language Arts Subject Area Committee (SAC). This team of teachers, who represent all grade levels, look at and analyze our state adopted curriculum and standards. These teachers write an outcomes-based district curriculum that is teacher and parent friendly. From there, this curriculum is brought to and approved by our district's Curriculum Coordinating Council, which comprises teachers, administration, and community members.

Our state-adopted curriculum includes a wide variety of reading skills and concepts to be taught. We have learned that one commercial program cannot completely cover the scope of what must be taught and we are working with the Kansas College and Career Readiness Standards. The reading standards that are addressed within our curriculum include learning outcomes in the areas of literature, informational text, foundational skills (phonic and word recognition), writing, and speaking and listening. A detailed scope and sequence, created by our teachers, addresses each of these essential areas.

In our primary grades, reading is taught through a variety of center-based activities focusing heavily on phonics and phonemic awareness. We have experienced great success with direct-instruction programs that provide daily practice in these areas. Our primary grades also use a commercial reading program to assure students of all levels get the reading practice they need. Students are placed in flexible, fluid grouping levels which include "approaching," "on level," and "beyond level." In addition to the small, center-based teaching methods, whole group teaching is utilized to cover all areas of the curriculum.

In our intermediate and middle school, our reading standards are addressed through a mixture of literature-based units, a plethora of online resources, and a commercial reading program. Teachers utilize both whole-group and individualized instruction and much emphasis is placed on cross-curricular connections and performance-based projects. This variety of teaching resources and methods allows teachers to tailor instruction and meet the needs of all learners.

3. Mathematics:

At Valley Falls, teachers and staff strive to provide mathematics instruction that reaches all academic levels of learning and promotes mathematical thinking and real-world problem solving. Our goal is to provide an enduring understanding of mathematical practices that will help our students take their mathematical knowledge and apply it. Throughout our building, a variety of teaching methods are used to help insure a balanced, spiraled mathematics curriculum.

In much the same way as our reading instruction (and every area of academic instruction), we have a systematic process in place that begins with our Mathematics Subject Area Committee (SAC). This team of teachers from all grade levels look at and analyze our state adopted mathematics curriculum standards.

From these standards, an outcomes-based district curriculum is created. The resulting curriculum is presented for approval by our Curriculum Coordinating Council (CCC), comprised of teachers of all levels, administration, and community members.

Our district has worked diligently at staying on top of current educational trends in mathematics. Currently, we have strived to be leaders within the area of the Kansas College and Career Readiness Standards. The mathematical standards that are addressed in our curriculum include operations and algebraic thinking, number and operations in Base 10, measurement and data, and geometry. To achieve these standards, we have implemented a variety of differentiated instructional strategies to ensure learning occurs for students of all academic levels.

Our current mathematics program (which was adopted this year) enables our teachers to focus on creating a mix of mathematical “thinkers” and “doers.” Students need to be able to “do” the math, and also be able to think and express the “hows” and “whys,” stressing the understanding and processes involved. In addition to this program, teachers also use a variety of other instructional strategies and teaching methods. Some of these include discovery through hands-on manipulatives, journaling, direct instruction, technology, and both large and small group instruction.

Our students’ mathematical knowledge is assessed through standardized testing (CBM and MAP assessments), outcomes-based testing, and the math program. This data helps us tailor our instruction to meet the needs of all learners. The data also allows us to pinpoint the various levels in which students are performing (below level, at level, beyond level) and identify interventions to put in place for these students.

4. Additional Curriculum Area:

a) Our mission at Valley Falls Elementary focuses on ensuring that every child has experiences which promote growth in each area of development; emphasizing a well-rounded curriculum with opportunities for differentiated instruction throughout. Our students receive opportunities to learn about many subject areas, such as library media sciences, vocal and instrumental music, keyboarding and computer applications, physical education, health and nutrition, art education, and character education.

Our physical education department is an extension of the classroom. Brain research suggests the importance of healthy nutrition and physical activity. Exercise has been identified as being much like “miracle grow” for the brain with movement being the pathway to quality learning in the classroom. Our students attend a physical education class every other day with classroom teachers integrating extra physical activity strategies within the classroom. Participating in short “brain games” at various times during the school day offers our students the chance to get up and move while getting their brain ready to learn.

Our elementary school has teamed with the KAHPERD (Kansas Association for Health, Physical Education, Recreation, and Dance) by aligning our curriculum with national standards. This teams with the national campaign of "Let's Move, Active Schools" to provide more physical activity time to students in the classroom setting. The physical education department has partnered with our state to enhance our curriculum by bringing state funded programs such as Body Venture, a 45 by 50 foot walk-through exhibit of the human body to our school. Students participated in eleven stations where community and high school age presenters engaged the students in a short activity focused on healthy choices. The theme for the day was “Eat Smart. Play Hard.”

In the past 5 years, our district has incorporated, through facility additions, a fitness center that is available to our students and the community year round. We have also created a recreation commission that monitors the fitness center before and after school hours. The recreation commission offers both adults and school age students many opportunities for extended hours of physical activity opportunities way beyond the "school day." This addition has provided opportunities for more physical activity time for our students of all ages.

b) Our school is fortunate to house two preschool programs. Our State Pre-Kindergarten program (Pre-K) offers large group, small group, and individual activities for 4 and 5 year olds. The Keystone Preschool is an integrated classroom for 3 and 4 year old children with disabilities, paired with peer models. The 2010-2011 school year welcomed a new addition to our campus including our Pre-K classroom and play area.

Both Preschool programs follow a curriculum guide that aligns with the Kansas Early Learning Standards and Kindergarten Common Core Curriculum. The academic standards of Kindergarten-3rd grade continue to be reviewed to ensure our Pre-K students are prepared for the next grade level. Pre-K students are exposed to technology, such as a classroom Smart Board, iPad, and computer. Our preschools use center and circle time to focus on large and fine motor, literacy, sensory, writing, and math skills. In addition, the Keystone Preschool addresses additional skills utilizing the LEAP program (Learning Experiences: an alternative Program for Preschoolers and Parents). This includes social skills training, visual supports, transition routines, and monitoring skills.

Our Pre-K is involved in district wide events including Veterans Day, History Day, Grandparents Day, community nights and music concerts. Our Pre-K students also visit the city library, city park, assisted living facilities, and local businesses. The Pre-K teachers share information with our local home-based daycares. In addition, students are provided with support from early childhood disability services such as speech/language, physical and occupational therapy, visually impaired, and hearing impaired.

We feel our preschool programs prepare students for a successful entrance into our K-12 school system. Kindergarten visitation days assist with the transition into the elementary environment. Following Kindergarten Roundup, transitional meetings involving preschool staff, district and special education personnel, and parents are scheduled as needed to address individual student needs. Kindergarten teachers are able to observe future students within the preschool setting. We are very fortunate to offer these programs to the young students of Valley Falls.

5. Instructional Methods:

High expectations and a desire to help all students is what drives our instruction and allows us to employ a differentiated approach to student learning. We strive for our classrooms to be places where all types of learners can thrive. At any given time, you can walk through our hallway and see a plethora of instructional methods at work.

Teachers employ small, center-based teaching methods to whole class instruction and everything in between. Teachers are encouraged to investigate and be creative in their lesson planning and actively share strategies and methods with peers. Our instructional methods vary depending on student needs and the concept or skill. An observer may see staff leading small groups, guiding students with hands-on manipulatives, or leading a dance to help remember place value. Students may be in the outdoor classroom practicing observation or on the playground doing a measuring activity. Our upper level students can be observed preparing presentations on the iPads and presenting to our primary students. Primary students actively using the SMART boards to help students learn skills. The multiple intelligences guide our instruction, and our teachers work hard to reach every level of learning.

Our school implements a Multi-Tier System of Support (MTSS) that continues to be successful in reaching the needs of all students. Each grade has a scheduled time in which they conduct MTSS in both reading and math. Students are placed within flexible, fluid groupings to work on specific skills, based on district outcomes testing, observation and standardized assessment data. These groups range from students who need extra help and assistance with a particular academic skill (such as oral reading or math facts fluency) to students who need enrichment activities (such as problem solving or above grade-level work). Teachers maintain detailed records and progress monitor students on a regular basis to evaluate what groupings enhance learning. All grade level teams keep MTSS notebooks that store the documentation. Our classroom teachers, special education teacher, district aides, and special education paraprofessionals all take

leadership roles in our MTSS instruction. With the lesson planning, documentation, and various teaching methods, we have been able to reach each and every student, maximizing individual growth.

6. Professional Development:

Valley Falls believes that there is a strong relationship between the professional development of its teachers and student achievement. Our district has worked hard to establish a professional development program that works together to enhance our student achievement.

Our professional development is a combination of district level in-services, outside presenters on a variety of topics, curriculum work, and self-directed professional learning opportunities. We have a Professional Development Council (PDC), comprising administration and teachers from all academic levels (elementary, middle school and high school). This council works together to plan in-service days that are aligned with academic standards and support the overall improvement of our school and students. Recently our staff participated in instructional strategies training, where our teachers attended various workshops led by professionals within our building with expertise in technology and Common Core. This fall elementary teachers received training in the new math resources that were adopted, while 7th and 8th grade teachers received training on the use of newly implemented 1:1 iPad initiative. During this past summer, teachers and staff were able to attend special "Tech Tuesday" workshops that focused on a variety of technology available within our district. In addition to these, our school recently initiated, led, and hosted a Consortium Schools Combined In-Service day with all of the surrounding school districts. Professional development opportunities have been provided to guide our staff's curriculum work. Subject Area Committees (SAC) comprising representatives PK-12, work as collaborative groups to enhance the local curriculum and instruction.

Our district is excited to be implementing a new facet of our professional development this year. We are participating in a new program called "eWalkthrough." This is a web-based program that allows teachers and administration to observe and provide feedback for teachers. The walkthrough template utilized was locally developed by our staff. The observation data collected is purely for professional development purposes with the Professional Development Council (PDC) taking the lead role. Our intent is to take the data gathered with these observations, identify areas in which extra training may be needed, monitor progress of newly implemented building initiatives, and then use this data to drive our future professional development opportunities. We are excited to gather data and begin planning professional development for upcoming years.

7. School Leadership

We attribute a good portion of our success to our shared leadership approach, shared by all stakeholders. Valley Falls encourages leadership from administration, faculty, support staff, students, and patrons. Our school's administrative team consists of a superintendent, a principal, and an assistant principal. Working together, this team encourages our teachers and staff by promoting independence, initiative, leadership, and trust.

One leadership opportunity that has proven successful is the implementation of a "lead teacher" program. Each building in our district has lead teachers. The lead teachers assist in various ways such as leading meetings, helping to plan special activities, maintaining eligibility records, and assisting with discipline. Each building has lead technology staff members and lead MTSS/SIT staff members helping to ensure continued success in these programs. At all levels, teachers are involved with a Subject Area Committee (SAC) and take an active role in planning, writing, and implementing the academic curriculum. In addition to these SACs, teachers are encouraged to be active in other areas such as MTSS teams, technology teams, Student Intervention Teams (SIT), etc. Our school promotes leadership by participating in Professional Learning Communities (PLCs). Our PLCs meet monthly during our "late start" mornings and during common plan periods to discuss student concerns, student academic progress, projects, and cross-curricular activities.

Valley Falls encourages students to be leaders within our school. Examples would include students being "reading buddies," presenting special projects to peers, leading our morning "Pledge of Allegiance," and helping to conduct district activities such as our Veteran's Day and History Day.

Community leaders play a large part in our school's success. Our school has a very active PTO that includes many community members who work tirelessly to plan activities and offer support to our students and teachers. Volunteers provide and enhance learning opportunities for our students. Community members serve on special committees such as Curriculum Coordinating Council (CCC), curriculum writing teams, budget committees, and Site Council.

Leadership, combined with independence and trust, has been a successful combination at Valley Falls. Our school has thrived due to this philosophy and the fact that our administration, teachers, support staff, students, and community are all willing to work together to achieve our common goals.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	100	96	100	100	100
% Exceeds plus % Exemplary	59	74	95	78	76
Number of students tested	22	27	22	27	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment					1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	100	92	100	100	100
% Exceeds plus % Exemplary	46	67	100	81	60
Number of students tested	13	12	9	16	10
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	100	67	100	100	100
% Exceeds plus % Exemplary	33	67	50	80	67
Number of students tested	3	3	2	5	3
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

6. Asian Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	100	96	100	100	100
% Exceeds plus % Exemplary	62	77	95	77	76
Number of students tested	21	26	19	26	24
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	96	100	96	100	100
% Exceeds plus % Exemplary	82	83	79	79	78
Number of students tested	27	23	28	24	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	92	100	94	100	100
% Exceeds plus % Exemplary	67	70	72	67	71
Number of students tested	12	10	18	12	7
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	75	100	80	100	100
% Exceeds plus % Exemplary	25	50	60	67	0
Number of students tested	4	2	5	3	3
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	96	100	96	89	100
% Exceeds plus % Exemplary	81	85	78	61	78
Number of students tested	26	20	27	28	27
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	100	97	91	89	97
% Exceeds plus % Exemplary	80	71	70	61	64
Number of students tested	20	31	23	28	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment		1	1		
% of students tested with alternative assessment		1	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	100	95	86	82	100
% Exceeds plus % Exemplary	83	71	64	45	33
Number of students tested	6	21	14	11	9
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	100	100	100	100	67
% Exceeds plus % Exemplary	50	60	100	0	0
Number of students tested	2	5	3	3	3
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	100	97	91	89	97
% Exceeds plus % Exemplary	79	70	68	61	64
Number of students tested	19	30	22	28	36
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 6

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	96	95	100	100	91
% Exceeds plus % Exemplary	81	64	70	84	82
Number of students tested	27	22	23	38	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	100	93	100	100	80
% Exceeds plus % Exemplary	78	64	50	85	60
Number of students tested	18	14	8	13	15
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	83	100	100	100	50
% Exceeds plus % Exemplary	50	50	33	50	25
Number of students tested	6	2	3	4	4
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	96	95	100	100	91
% Exceeds plus % Exemplary	81	62	72	84	82
Number of students tested	26	21	25	38	34
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Kansas State Assessment

All Students Tested/Grade: 7

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education KSDE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	100	92	100	88	89
% Exceeds plus % Exemplary	91	88	81	85	57
Number of students tested	22	25	37	34	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	100	78	100	75	92
% Exceeds plus % Exemplary	83	78	85	69	54
Number of students tested	12	9	13	16	13
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary		67	100	33	100
% Exceeds plus % Exemplary		33	25	17	0
Number of students tested	0	3	4	6	2
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	100	92	100	88	89
% Exceeds plus % Exemplary	91	88	81	85	57
Number of students tested	22	25	37	33	37
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 8

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	92	97	97	100	97
% Exceeds plus % Exemplary	85	89	85	77	86
Number of students tested	26	38	34	39	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	75	100	94	100	100
% Exceeds plus % Exemplary	63	86	69	68	93
Number of students tested	8	14	16	19	14
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	0	80	80	100	75
% Exceeds plus % Exemplary	0	60	20	50	50
Number of students tested	2	5	5	2	4
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	92	97	97	100	97
% Exceeds plus % Exemplary	85	89	85	76	85
Number of students tested	26	38	33	38	34
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 3

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	95	93	100	89	96
% Exceeds plus % Exemplary	68	75	74	74	72
Number of students tested	22	28	23	28	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment					1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	92	85	100	88	90
% Exceeds plus % Exemplary	54	62	78	75	60
Number of students tested	13	13	9	16	10
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	67	67	100	80	67
% Exceeds plus % Exemplary	33	0	100	60	33
Number of students tested	1	3	2	5	3
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	95	93	100	89	100
% Exceeds plus % Exemplary	71	74	75	73	74
Number of students tested	21	27	20	26	27
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 4

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	89	100	93	96	100
% Exceeds plus % Exemplary	74	71	87	83	74
Number of students tested	27	23	28	24	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment				1	1
% of students tested with alternative assessment				1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	75	100	89	92	100
% Exceeds plus % Exemplary	58	70	67	83	56
Number of students tested	12	10	18	12	9
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	83	100	60	100	100
% Exceeds plus % Exemplary	67	50	60	100	33
Number of students tested	4	2	5	3	3
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	95	100	93	96	100
% Exceeds plus % Exemplary	74	70	78	83	74
Number of students tested	26	20	27	23	27
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 5

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	95	94	96	93	94
% Exceeds plus % Exemplary	75	71	87	71	72
Number of students tested	20	31	23	28	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	1	0	0
% of students tested with alternative assessment		1	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	100	91	93	82	100
% Exceeds plus % Exemplary	83	71	86	45	56
Number of students tested	6	21	14	11	9
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	100	80	100	100	33
% Exceeds plus % Exemplary	50	80	100	0	33
Number of students tested	2	5	3	3	3
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	94	93	95	93	94
% Exceeds plus % Exemplary	74	70	86	71	72
Number of students tested	19	30	22	28	36
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 6

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	96	100	96	100	97
% Exceeds plus % Exemplary	63	68	76	76	91
Number of students tested	26	22	25	38	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1				
% of students tested with alternative assessment	1				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	94	100	88	100	93
% Exceeds plus % Exemplary	71	71	63	62	80
Number of students tested	17	14	8	13	15
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	83	100	67	100	75
% Exceeds plus % Exemplary	67	100	33	75	50
Number of students tested	6	2	3	4	4
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	96	100	96	100	97
% Exceeds plus % Exemplary	76	67	76	76	91
Number of students tested	25	21	25	38	34
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 7

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	100	96	100	97	92
% Exceeds plus % Exemplary	78	85	95	91	70
Number of students tested	23	26	37	34	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	100	100	100	94	92
% Exceeds plus % Exemplary	77	78	92	81	62
Number of students tested	13	9	13	16	13
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	100	67	100	83	50
% Exceeds plus % Exemplary	0	67	75	83	0
Number of students tested	1	3	4	6	2
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	100	96	100	97	92
% Exceeds plus % Exemplary	77	85	95	94	70
Number of students tested	22	26	37	33	37
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 8

Publisher: Kansas State Department of Education KSDE

Test: Kansas State Assessment

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds plus % Exemplary	100	97	100	97	94
% Exceeds plus % Exemplary	77	84	94	72	71
Number of students tested	26	38	34	39	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds plus % Exemplary	100	100	100	95	93
% Exceeds plus % Exemplary	38	79	88	58	79
Number of students tested	8	14	16	19	14
2. Students receiving Special Education					
% Meets plus % Exceeds plus % Exemplary	100	80	100	100	100
% Exceeds plus % Exemplary	0	80	80	0	50
Number of students tested	2	5	5	2	4
3. English Language Learner Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds plus					

% Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
9. White Students					
% Meets plus % Exceeds plus % Exemplary	100	98	100	97	94
% Exceeds plus % Exemplary	78	84	94	71	74
Number of students tested	26	38	33	38	34
10. Two or More Races identified Students					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds plus % Exemplary					
% Exceeds plus % Exemplary					
Number of students tested					

NOTES: Our district began a transition in curriculum starting in the 2011-2012 school year while our state assessments did not change until 2013-2014. 2013-2014 will be a transitional assessment for our state.